DOCUMENT RESUME

ED 333 143 CE 058 119

AUTHOR	Kearns, Donna
TITLE	How To Conduct a Follow-Up Study of Special Education Graduates.
INSTITUTION	Missouri Univ., Columbia. Coll. of Education.
SPONS AGENCY	Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Special Education.
PUB DATE	Jul 90
NOTE	50p.
AVAILABLE FROM	Instructional Materials Laboratory, 10 London Hall, University of Missouri, Columbia, MO 65211.
PUB TYPE	Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Community Programs; *Graduate Surveys; Guidelines; *High School Graduates; High Schools; *Outcomes of Education; Program Effectiveness; *Program Evaluation; *Research Methodology; *Special Education; State Programs
IDENTIFIERS	Missouri

ABSTRACT

This guide is designed to assist Missouri school district personnel in conducting follow-up studies of special education graduates. The guide outlines the questions that need to be addressed prior to conducting a follow-up study as well as the procedures to complete such a project. Sample follow-up questionnaires are included for districts to replicate and use in district studies. The questionnaires include areas to be addressed through district records, student interviews, and parent interviews. Selected descriptive and graphic displays of follow-up study results are included in the guide as examples. Five references are also included. (KC)

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How to Conduct a Follow-Up Study of Special Education Graduates

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July, 1990

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How to Conduct a Follow-Up Study of Special Education Graduates

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This document was supported in whole by funds from the Missouri Department of Elementary and Secondary Education, Division of Special Education. However, the opinions expressed herein do not necessarily reflect the position or policies of the Missouri Department of Elementary and Secondary Education or the Division of Special Education and no official endorsement should be inferred.

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How to Conduct a Follow-Up Study of Special Education Graduates

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How to Conduct a Follow-Up Study of Special Education Graduates

Preface

This document is designed to assist Missouri school district personnel in conducting follow-up studies of special education graduates. Information contained in this document outlines the questions which need to be addressed prior to conducting a follow-up study as well as the procedures to complete such a project. Sample follow-up questionnaires are included for districts to replicate and use in district studies. The questionnaires include areas to be addressed through (1) district records, (2) student interviews and (3) parent interviews. It is not imperative that all three surveys be used for every follow-up. Districts would most likely want to complete both the district and the student or parent survey. Questions may be added to tailor the survey to meet district needs. Results of follow-up studies may be analyzed and described in a variety of ways. Selected descriptive and graphic displays of results are included in this document as examples for district use.

Introduction

A follow-up study is a research tool designed to investigate what happens to a group of subjects after an event has occurred (Levine, Allen & Wysocki, 1986). Follow-up studies are often conducted to determine the post-school outcome of students with disabilities. Assessing the status of these former students is important in several respects: (1) to enable educators to identify the impact of the educational programs and services offered these students; (2) to influence and change public policies about programs and their populations (Schroedel, 1984); (3) to document continuing needs of former students for use in making decisions about reforms in school curricula and practices (Bruininks, Wolman & Thurlow, 1990); (4) to examine the adult needs of persons with disabilities and determine before graduation which agencies and postsecondary institutions might assist in the transition process; and (5) to enable legislators,

lobbyists, advocates and other individuals who are concerned with persons with disabilities to make decisions based on information reflecting the needs of adults with disabilities.

Purpose

The purpose of follow-up studies is to gather information which will enable educators to better prepare students for post-school success. This preparation takes place through well-orchestrated transition plans which are the basis of educating students with special needs--the basis of the transition effort. It is important for public school programs to develop the capacity to independently document and evaluate in a systematic way the outcomes of their programs for students with disabilities (Bruininks, Wolman & Thurlow, 1990). To obtain this goal, school districts need to incorporate a systematic way of recording, collecting and analyzing data through a school-based or statewide follow-up system.

- *Independent Documentation*

Utilizing a statewide follow-up system allows comparisons and correlations to be drawn between districts as well as across the state. Adopting the follow-up study included in this package enables districts to report consistent information which can be compared to other districts or combined for state results. These composite results are important in that they may provide necessary information for legislators and those in charge of educational programs to determine changes necessary to meet the needs of students with disabilities.

- *Composite Results*

Methods

Conducting follow-up studies requires a step-by step process. Six basic steps are utilized in the process including: (1) decision-making and planning; (2) sample and procedure selection; (3) training data collectors; (4) conducting the survey; (5) analyzing and reporting the results; and (6) directing needed changes.

Decision-Making and Planning

In the decision-making and planning step, the purposes or objectives of the study must be established. If the data collected is to reflect needed curricular changes, then the purpose is clearly to examine any effects the curriculum had on the students and what changes need to occur. If the objective is to establish a baseline for future studies and explain to the school board what needs to happen, then the results would reflect this objective. No matter what the objective, the questionnaires included in this package may be used to conduct a follow-up study.

- *Establish Objective*

During the decision-making and planning step, a decision must be made regarding the questionnaire design. A sample questionnaire is included in this booklet which may be adopted by the district. However, if the purpose requires additional questions to be added at the end of this survey, that decision needs to be made in this step. In addition, this is the time to decide how the data will be collected (personal interview, mail surveys, or telephone interviews). Telephone and personal interviews net the most information when conducting studies of this type and should be considered the first option for gathering data for a follow-up study. However, some students may prefer to respond through the mail. Consideration should be given, and a decision should be made as to when the questionnaire would be mailed so as to receive optimum return. The methods of surveying may vary depending on the sample selected--which is the next step in the process.

- *Design Questionnaire*

Sample and Procedure Selection

The sample and procedure selection needs to be explored carefully. Conducting a follow-up study of persons with disabilities requires decisions about who will make the actual response--student, parent, teacher, guardian or someone else. Most often, the student should be queried. However, in the case of nonverbal, severely disabled students, it may be necessary to ask the questions of someone who can respond for them. Students who are unable to respond due to physical limitations or visual disabilities may also need to have special considerations. These decisions must be made **before** conducting the survey. A notation on the actual survey instrument should be made to indicate who responded to the items.

- *Select Respondents*

- *Additional Questions*

If additional questions are to be added to the instrument included in this package, there are several considerations which must be discussed. The questionnaire wording and format must be appropriate for the population to be examined. Any additional questions added to the instrument in this package should be field tested with a similar population to net maximum reliability in a format that is easy for both the interviewee and the interviewer, as well as the person(s) who will input and analyze the data. Worthen and Sanders (1987) have listed over 30 considerations derived from criteria in the areas of question sequence, question wording, establishing and keeping rapport and eliciting cooperation, instructions and technical quality. These considerations were examined in designing the survey instruments included in this package, and should be weighed when considering additional questions.

- *Sample Selection*

When making the sample selection, it must be determined if all students will be surveyed or simply a sampling of the population examined. Those to be surveyed may be drawn on the basis of accessibility, judgment as to who would best represent the group, or on the basis of probability--random sampling. It is possible to gather district data on all students with a disability. From that information, one could determine the percentage in each disability category. A number representing the percentage of students in each group would then be assigned to be included in the survey. Students from each group would then be assigned a student code (SC) or number, and a random drawing of those to be interviewed would take place. Random sampling can take place by using a random number table, a computer program, or pulling student numbers for each student from a pool of the total for each group. A student code should be assigned for each person included in the study. Each questionnaire should be labeled with a district code (see DC on sample questionnaires) and a student and/or parent code (see SC or PC on sample questionnaires). This code should appear on both the first and last page of each questionnaire.

- *Review of Records*

In conducting the survey, it is necessary to first review the school records of each student. This might include a review of the permanent record information, IEPs, class lists, special education records and any other data that would net a complete picture of the educational programs and services received as well as extra curricular activities and transition services. District records are of critical importance to this type of research. School data should represent an accurate reflection of not only the courses completed, but also those attempted, the number failed, the percentage of accuracy on all IEP goals and objectives for all years in special services, actual instruction that took place (versus what may have been planned through the IEP), referral to other agencies, transition services provided and training opportunities afforded each youngster. Records should reflect the number of years special education services were provided in both the current district as well as the total years from all other districts. If this data is not available then IEP's or student record systems should be reviewed for necessary changes. Educational programs should reflect a positive, cost-effective outcome--thus resulting in a picture of a student who made gains each year and found success following the transition process.

- *Tracking Students*

District records might best be reviewed by a team of people who record student information on an annual basis beginning during the secondary program--the sophomore or junior year. As the years pass it is more and more difficult to locate some students, records may be lost, or refusals to cooperate may be more likely. If records are reviewed and the follow-up study begins before graduation, information needed in post-school follow-up studies may be more readily available, transition plans may be more carefully laid and students and parents may be accustomed to the nature of the questions to be asked. Procedures for tracking students throughout their educational experience should be clearly established. One of the reasons follow-up studies frequently net a small response rate is that after students leave school no one seems to know where they are or how to contact them. It is advisable to conduct follow-up studies on an annual basis so contact can be maintained and post office forwarding service can be utilized. Once the records have been reviewed, student and/or parent contact may begin.

- *Student Contact*

Student contact should initially be made through the mail. A letter such as the one included in this package (Appendix A) should be sent to each student selected for the study. Sending letters before mailing the survey or calling the sample may result in a greater return rate of response from individuals.

Training Data Collectors

- *Training*

In order to prepare for data collection, it is necessary to train the data collectors in telephone survey techniques and how to probe for further information if necessary. Rehearsal of the techniques which render greater responses should be conducted by allowing data collectors to call each other at random times to gather data and respond to individuals needs. Data collectors should also select a group of similar students to randomly survey in order to clarify ahead of time any questions which might arise during the actual data collection procedure. Suggested dialogue for calling students should be attached to each questionnaire and utilized whenever conducting telephone interviews (see Appendix B, Student Survey).

- *Confidentiality*

Confidentiality should be explained to each participant in the study, and must be maintained. Confidentiality can be maintained even though names, addresses and phone numbers need to be utilized. This personal data can be stored on a cover sheet which should be kept separate from the actual data. This personal data form would provide the information needed to make future contact for ongoing follow-up studies. However, this information should be kept separate from the data to be entered and analyzed in order to insure confidentiality.

Conducting the Survey

- *Contact Attempts*

Telephone contact with each student should be attempted at various times of the day, evening and week. In the Missouri LINC follow-up study, the largest number of students were found available during Sunday afternoons or Monday evenings while ball games were being televised. It is important to note each attempt made as well as the time of day. Subsequent attempts should be made at different times and on a different days of the week. At least four attempts should be made by telephone before mailing the survey to the student, parent or guardian. If a message may be left on an answering machine, it is appropriate to ask students to call back--giving them the basic purpose of the call.

- *Selecting Data Collectors*

It is important to select personnel for gathering the data who can easily talk to the students and gather information. It is also important to try to maintain rapport without influencing student responses. Teachers who know their students may not be the best person to contact them. After leaving school, teacher perceptions or knowledge of the student may interfere with the reliability of information gathered as a whole. Paraprofessionals are often asked to assist teachers in this process.

- *Dates For Data Collection*

Dates to begin the process and a final date for ending it should be assigned. It would be appropriate to begin the process in September or October and complete all data collection by the following January. This allows the holiday season for data collection of some of the former students who were previously unable to be reached.

- *Maintaining Records*

While data is being collected, it is important to maintain accurate records of who has been contacted, by which method, on which days and at what times. The data collection process and procedures cannot be overlooked and must be taken seriously in order for the data to provide reliable and valid information.

- *Data Review*

Once all data has been collected, each questionnaire should be reviewed by the data collector and one other person to insure that all information has been obtained and that the correct number of responses for each item have been selected. For example if an item asks the student to select the **one** best answer, and two responses were recorded, another phone call may be needed to clarify the response.

Analyzing and Reporting the Results

- *Data Analysis*

After all responses have been clarified, results can be entered into the computer on a data base program. At this time, a statistical consultant may be contracted to develop a program to analyze the data. The school district personnel should be prepared to describe to the consultant what questions need to be answered and what comparisons need to be made. The consultant may develop a program to answer those questions and help school district personnel interpret the results. Some districts may have personnel on staff to complete this process. Some commercially prepared statistical packages for microcomputers are also available that can be used to analyze the data.

Directing Needed Changes

- *Results Guide Changes*

Results should be analyzed in light of the purpose of the study. Results should provide documentation for needed changes to the curriculum, inservice training for teachers and administrators, interagency cooperation, community involvement, materials and equipment, parental involvement, student planning, etc. Results should be given to administrators, teachers, community and agency personnel, postsecondary educators, as well as students and parents. Discussion and planning regarding the need for change as well as how to implement such change should ensue. Significant changes in curricular offerings as well as methods of teaching may result. Improved interagency cooperation may be seen. Student and parent reported needs may be added to the transition assistance provided. Examples of graphic and written results which might be utilized following such studies include those in Appendix C.

- *Pilot Study*

A pilot study was conducted by Missouri LINC during the 1989-90 school year (Kearns, 1990).

The goals of this study were to:

1. provide data from a pilot study of special education graduates;
2. develop a format for surveying special education graduates in Missouri;
3. identify appropriate information to be maintained in district records in order to gather follow-up data;
4. produce reliable information to be used as a baseline for future statewide or individual district follow-up data; and
5. develop suggested curriculum changes which might be necessary for the successful transition of students with disabilities into the world of work and adult living opportunities.

- *Graphic Results*

Examples of portions of the data collected in this study are reflected in Appendix C of this manual. The format for data collection is contained in Appendix A and B. District records must include information which will enable correlations to be drawn between programs and services offered and those that need to be included in secondary programs preparing students for transitions. Information frequently missing from district records reviewed for the Missouri LINC pilot study, but critical to follow-up studies includes:

- the length of time services were received;
- the transition plans that were designed (agency involvement at what point, postsecondary plans and follow-up);
- curricular details (including who taught what skills in which program: regular education, special education, vocational education);
- IEP goals and objectives acquired at a specific percentage of accuracy;
- vocational and transition goals and objectives included in IEPs for **all** students with disabilities (by ages 14-16);
- method of exiting secondary programs (graduation, certificate of attendance, dropout, etc).

All of this information must be clearly reflected in district records for adequate follow-up results to be tallied. It should not be assumed that this is the only information required. State reviews of student records may also prescribe information that needs to be maintained in student records.

Applying sound practices and consistent procedures when conducting follow-up studies should result in appropriate changes in educational programs. These changes may lead to greater success for the individuals receiving special services as well as for those involved in providing special services.

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Appendix A

Sample Letter of Introduction

1234 Study Street
Junior, MO 66666
September 15, 1990

Mr. Tim Jones
Rt. 4
Central City, M0 65555

Dear Tim:

I recently received your name as one who left public schools in 1989. The Central City School District has authorized me to conduct a study of students who left school during that year and to determine what they are currently doing. I would like to find out for example, if you are married or single, working or unemployed, in school or in the military, and so forth.

In order to gather this data, a member of our school staff will be calling you within the next couple of weeks to ask you some questions. The questions will take approximately 20-30 minutes to answer, so we want to schedule our call for a time that you will feel free to respond. If you would like us to call you at a specific time, please let me know by calling 444-5555 or writing me at the above address.

Everything you tell us during the phone call will be confidential. I will not pass that information on to anyone else. We will use all of the information gathered from you and others in order to examine ways we might improve education and help students prepare for the future. I appreciate your help.

Sincerely,

Mary Smart
Director of Special Services

Appendix B

District Code_____
Student Code_____

Follow-Up Study:
Students Exiting Special Education Programs in 1987

District Survey

1. Student's full name _____ Student's Phone # _____

2. Student's Address _____
Street *City* *State* *Zip code*

3. Date of birth _____

4. Sex: _____Male
_____Female

5. Handicapping Condition: (Indicate Primary = 1 Secondary = 2)
_____Learning Disabled
_____Behaviorally Disordered
_____Mentally Handicapped/Retarded
_____Speech/Language Impaired
_____Physically Handicapped
_____Multiply Handicapped
_____Visually Impaired/Blind
_____Hearing Impaired/Deaf
_____Other

6. Ethnic Origin:
_____Black Non Hispanic
_____Asian/Pacific Islander
_____White Non Hispanic
_____Hispanic
_____American Indian or Alaskan Native
_____Other (_____)

7. Mother's Name _____ Phone # _____

Address _____

8. Father's Name _____ Phone # _____

Address _____

9. Other Contact _____ Phone # _____

Address _____

District Code_____

Student Code_____

10. How many years has this child spent in special education?

This district:	____1-3	____4-7	____8-11	____12+	____Not Available
All districts:	____1-3	____4-7	____8-11	____12+	____Not Available

11. During this student's last year of school, he/she participated in regular education classes _____% of the time.

12. The student's high school community size:
    _____rural (less than 2500 inhabitants)
    _____urban

13. Check program model the student was last enrolled in. (Check only one)
    _____itinerate
    _____resource
    _____self-contained
    _____other (_____)

14. This student's secondary education program included: (Check all appropriate.)
    _____vocational education (___years)
    _____work-study program (received high school credit)(___years)
    _____employed outside of school (___years)
    _____community based (skills presented in the most natural setting/community. Adapted from Davis, W.E. (1988) Special Education). (___years)
    _____other (_____)

15. This student completed school with a: (Check one.)
    _____diploma
    _____certificate of attendance
    _____certificate of completion
    _____met the legal age limit (21) for services
    _____received a special diploma
    _____other (_____)
    _____dropped out
    _____dropped out, but earned a GED
    _____dropped out but returned to school and graduated.

16. The student's last IEP reflects objectives which include: (Check all appropriate)
    _____other agency involvement (ex: DVR, DMH, etc.)
    _____academics
    _____functional/life skills curriculum
    _____prevocational and/or vocational education
    _____college preparation
    _____social skills training

DC_____
SC_____

INTRODUCTION

Hello: May I talk to_____(subject's name)?

My name is_____. I am helping with a project sponsored by the Central City School District. Did you receive the letter we recently sent you regarding this survey?_____. Do you have about 20 minutes now to answer some questions about your experiences while in high school?

Let me explain the purpose of the project.

1. We are trying to talk with people who finished high school in 1987 and received special services during their high school years.

2. We are interested in how you are doing now.

3. We hope to use this information to improve special services for other students in Missouri.

The survey will take approximately _____minutes to complete. All the information you give me will be kept strictly confidential--no one will be given your name regarding your views, so please say exactly what you think. Of course, you may choose to not answer any question you wish.

IF STUDENT IS NOT HOME:

My name is_____. I'm helping with a project sponsored by the Central City School District on students who received special services while in school.

Is there a time when I could call back and find_____at home?

O.K., I'll try to call back at that time. **Time:**_____

CONTACTS

DATE	**TIMES**	**NOTES**
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Student Name:_____
Phone No._____
Student Code:_____
District Code:_____

DC_____
SC_____
PC_____

Follow Up Study:

Students Exiting Special Education Programs in 1987

Student Survey

All information provided will be kept strictly confidential. You may choose not to answer any items you wish.

Educational History

1. Did you receive high school credit for working?
   _____1. yes
   _____2. no
   _____3. don't know

2. Did you receive vocational training while in high school?
   _____1. don't know
   _____2. no
   _____3. yes
   (If yes, type of training?) (Check all appropriate)
   _____1. Home Economics
   _____2. Agriculture/Horticulture
   _____3. Industrial Arts
   _____4. Business and Office Computers
   _____5. Marketing
   _____6. Health Occupations
   _____7. Building Trades
   _____8. Custodial Maintenance
   _____9. Auto/Boat Mechanics
   _____10. Welding
   _____11. Electronics
   _____12. Vocational Preparation
   _____13. Other_____

3. Would you say that the career counseling you received while in high school was:
   _____1. very helpful
   _____2. adequate
   _____3. not helpful
   _____4. or you didn't receive any?

4. Did you (Check one)
   _____1. receive a regular high school diploma
   _____2. receive a certificate of attendance
   _____3. receive a certificate of completion
   _____4. stopped high school because of reaching age 21
   _____5. receive a special diploma
   _____6. drop out
   _____7. drop out, but earned a GED
   _____8. drop out, but returned to school and graduated
   _____9. other
   _____10. don't know

If student dropped out (6-8), ask #5. If completed, go to #6.

5. Next I'll read you a list of reasons why students drop out of high school. After each reason I list, please answer yes if that was a reason for you.
   _____1. because you wanted to
   _____2. because you needed to work
   _____3. because you were not doing well and decided to quit
   _____4. because school personnel recommended it
   _____5. because your parents wanted you to quit
   _____6. because of personal problems (such as pregnant, drugs, law)
   _____7. or some other reason. *What was that reason*_____

6. Next I have a question about your school experiences in training you to find a job? Would you say it was...
   _____1. very helpful
   _____2. somewhat helpful
   _____3. not helpful at all, or
   _____4. your education did not include that type of training.

7. Were your school experiences helpful in training you to keep a job? Would you say it was?
   _____1. very helpful
   _____2. somewhat helpful
   _____3. not helpful at all, or
   _____4. my education did not include that type of training.

8. How helpful was your education in preparing you to get along with others?
   _____1. very helpful
   _____2. somewhat helpful
   _____3. not helpful at all, or
   _____4. my education did not include that type of training.

9. How helpful was your education in preparing you to do things like cook, repair things, do the laundry, clean house, pay bills, and apply for jobs, etc.? Would you say it was...
   _____1. very helpful
   _____2. somewhat helpful
   _____3. not helpful at all, or
   _____4. my education did not include that type of training.

10. Have you attended school since leaving high school?
   _____1. yes *(go on...)*
   _____2. no *(go to question 12)*

11. How many months of school have you completed since leaving high school?
   _____months

12. Have you had any formal job training since leaving high school? Job training is any type of training that prepares you for a specific job. Would you say...
   _____1. don't know
   _____2. no *(if no go on to #15)*
   _____3. yes *(if yes, continue)*

13. Where did you receive the training? Would you say...
   _____1. vocational school (school setting)
   _____2. college
   _____3. on-the-job training
   _____4. vocational rehabilitation center (Facility)
   _____5. someplace else *(list)*_____.
   _____6. don't know

14. How much total job training have you had since high school?
   _____*(Code in months)*.

15. Now, I'm going to list some skills students learn in high school; please answer yes for each of the skills you wish you had learned more about. (Check all that apply)
   _____1. where to go to get help with jobs or training after graduation
   _____2. regular course work, like history or science,
   _____3. budgeting/money management
   _____4. job preparation/vocational skills
   _____5. college preparation
   _____6. making friends/getting along with others
   _____7. or, would you say something else?_____
   _____

Work Experience

16. How did you find most of your jobs? Would you say...
I found it: *(Check one)*
_____1. on my own
_____2. my parents, guardians, relatives found them for me
_____3. an employment agency found them for me
_____4. a friend found it for me
_____5. a school teacher or counselor helped me find them
_____6. social service agency (DVR, DMH, etc.) helped me find them
_____7. and other source *(What was that source?*_____).

17. Did you work while in high school?
_____1. yes
_____2. no

18. How many different jobs did you work while in high school?
_____1. 0
_____2. 1
_____3. 2
_____4. 3
_____5. 4
_____6. 5 or more
_____7. don't know

19. How many months did you work while in high school?
_____1. 3-6 months
_____2. 7-12 months
_____3. 13-15 months
_____4. 16 or more
_____5. don't know

20. Since leaving high school how have you spent most of your time:
_____1. working full-time (40 hours per week)
_____2. working part-time (10-30 hours per week)
_____3. looking for a job, or
_____4. attending school
    _____1. vocational technical school (Name)_____
    _____2. jr/community college (Name)_____
    _____3. four year institution (Name)_____
    _____4. private training (Name)_____
_____5. something else

21. What is the longest time you worked for the same company since leaving high school?
_____*(Code in months)*

22. Are you currently employed?
_____1. Yes
_____1. Part-time
_____2. Full-time
_____2. No

23. What is your occupation? *(Write "unemployed" if unemployed).*
_____

24. How satisfied are you with your current job? Would you say...(Mark one.)
_____1. very satisfied,
_____2. somewhat satisfied,
_____3. not satisfied,
_____4. very unhappy.

25. Have you left any jobs?
_____1. Yes *(go on)*
_____2. No *(If no, go on to question 27)*

26. I have a list of reasons why people leave jobs. Just listen as I read the list. *(Read list)* Now I'll read the list a second time. As I read the list say yes if it's a reason why you left a job.
_____1. laid off
_____2. quit
_____3. fired
_____4. transportation
_____5. health reasons
_____6. job was too hard
_____7. couldn't get along with boss
_____8. couldn't get along with co-workers
_____9. don't know
_____10. or something else, what is that?_____.

27. What benefits have you had on the job? *(Check all that apply.)* Would you say yes, or no...
(1-yes/2=no)
_____1. none
_____2. sick leave
_____3. vacation
_____4. health insurance
_____5. dental insurance
_____6. free meals
_____7. life insurance
_____8. don't know
_____9. some other. What were those?_____

28. Now, I have a list of problems people have at work. Listen while I read the list. *(Read list)*. At work, what is the **biggest** problem you have had? *(Would you like me to repeat the list?)*
_____1. doing good work
_____2. working the entire day
_____3. your boss being happy with your work
_____4. people not talking to you
_____5. people picking on you
_____6. boredom
_____7. no problem
_____8. or something else_____

29. What do you like BEST about your job? Would you say yes, or no...
(1=yes/2=no)
_____1. the work
_____2. the money
_____3. the people
_____4. or something else. What else do you like best?_____

30. What do you NOT like about your job? *(Check all that apply.)* Would you say yes, or no...
(1=yes/2=no)
_____1. the work
_____2. the money
_____3. the people
_____4. or something else. What else don't you like about your job?_____

31. About how much do your earn per month in your present job?
$_____per month

32. What are your sources of money on a regular basis? Would you say yes, or no... *(1 = yes/2 = no)*

_____1. job
_____2. husband/wife
_____3. parents
_____4. welfare
_____5. vocational rehabilitation
_____6. social security
_____7. or someone else
_____8. don't know

33. What do you spend most of your money on? *(prompt: and what else? until 3) (Rank in 1,2,3 order)*

_____1. food
_____2. clothing
_____3. housing/living expenses
_____4. recreation
_____5. car payments
_____6. medical/dentist
_____7. other_____
_____8. don't know

34. What part of your living expenses do you pay. Would you say...*(Check one)*

_____1. all(rent, doctor bills, insurance, car, food, etc.)
_____2. more than half
_____3. less than or equal to one-half
_____4. you chip in what you can
_____5. none
_____6. I don't know

35. What do you use to buy things? Do you use...*(Check one)*

_____1. credit cards
_____2. charge accounts
_____3. cash
_____4. checks
_____5. something else. What else do you use?_____

36. Next, I have some questions about what you do with free time. Listen while I read a list.

_____1. watching TV/listening to music
_____2. playing games (cards, checkers, pool, ball)
_____3. working on hobbies
_____4. reading
_____5. going out to movies, etc. (activities that cost money)
_____6. outdoor sports (hunting, fishing, swimming, camping)
_____7. driving around, hanging out at the mall, etc.
_____8. taking with friends
_____9. cooking
_____10. sleeping
_____11. eating out
_____12. doing home chores (house, garden, yard, car, etc.)
_____13. or, something else_____
_____14. nothing

Of these, what **two** do you do most often? *Would you like me to repeat the list?*
(Check the two most frequent.)

37. Which of the following community resources do you use most? *(Check one)*
Would you say...

_____1. parks
_____2. libraries
_____3. pools
_____4. gymnasiums (basketball, racquetball, weights)
_____5. baseball fields
_____6. softball fields
_____7. football fields
_____8. skating rinks
_____9. or, something else. (What is that?_____)

38. How is transportation provided for you most of the time?

_____1. I drive my own (or parents) car
_____2. I take the city bus or a cab
_____3. I ride with my parents of friends to appointments and work
_____4. I walk
_____5. I ride bikes
_____6. Other

39. Do you have a drivers license?

_____1. yes
_____2. no
_____3. don't know

40. Who do you visit with **most** often each week? *(Check one)* Would you say...
_____1. parents, brothers, sisters (family members)
_____2. friends
_____3. someone else. Who is that?_____

41. Where do you live now?
_____1. in my own home (on my own)
_____2. in an apartment by myself
_____3. in an apartment with a friend
_____4. with my parents or guardian
_____5. with relatives (specify who_____)
_____6. in a group home
_____7. with my wife/husband
_____8. with my wife's/husband's family/parent's
_____9. other
_____10. don't know

42. How long have you had this living arrangement?
_____1. less than 3 months
_____2. 3-6 months
_____3. 7-12 months
_____4. more than 12 months
_____5. don't know

You've been so helpful. Now I only have 7 more questions to ask and then we're through.

Self-concept & Social Skills

43. How would you describe yourself? (Check <u>one</u> that describes you the best).
_____1. outgoing, with lots of friends
_____2. shy, with very few friends
_____3. have a few close friends
_____4. prefer to be alone
_____5. something else (What is that?)_____

44. Home many close friends do you have currently? #_____

45. Most of the time, how do you feel about life? Would you say...*(Check one)*
_____1. very unhappy
_____2. unhappy
_____3. happy
_____4. very happy

46. When you have a problem you can't handle on your own, who do you usually do to for help? *(Check any and all that apply.)* Would you say yes, or no...

_____1. parent(s)
_____2. brother(s) or sister(s)
_____3. friend (boyfriend, girlfriend, etc.)
_____4. husband/wife
_____5. counselor
_____6. minister
_____7. doctor
_____8. someone else. Who is that?_____
_____9. don't know

47. What special education services did you receive while in school? Programs for...

_____1. Learning Disabilities
_____2. Behavior Disorders
_____3. Educably Mentally Handicapped
_____4. Speech/Language Impaired
_____5. Physically Handicapped
_____6. Multiply Handicapped
_____7. Visually Impaired/Blind
_____8. Hearing Impaired/Deaf
_____9. other

Future Plans

48. What do you plan to do five years from now?_____

_____

_____

49. What are your concerns about your future?_____

_____

_____

Thanks so much for your help! Your answers will be kept confidential, and will be used to help other students in Missouri's school.

Thanks again!

DC _____
SC _____
PC _____

Follow Up Study:
Students Exiting Special Education Programs in 1987
Parent Survey

All information provided will be kept strictly confidential. You may choose not to answer any items you wish.

Educational History

1. Did your child receive high school credit for working?
   _____1. yes
   _____2. no
   _____3. don't know

2. Did your child receive vocational training while in high school?
   _____1. don't know
   _____2. no
   _____3. yes (Type of training?): (Check all appropriate)
      _____1. Home Economics
      _____2. Agriculture/Horticulture
      _____3. Industrial Arts
      _____4. Business and Office/Computers
      _____5. Marketing
      _____6. Health Occupations
      _____7. Building Trades
      _____8. Custodial Maintenance
      _____9. Auto/Boat Mechanics
      _____10. Welding
      _____11. Electronics
      _____12. Vocational Preparation
      _____13. Other

3. The career counseling my child received in high school was:
   _____1. very helpful
   _____2. adequate
   _____3. not helpful
   _____4. didn't have any

4. Did your child? (Check one)
   _____1. receive a regular high school diploma
   _____2. receive a certificate of attendance
   _____3. receive a certificate of completion
   _____4. finish his/her education because of reaching age 21
   _____5. receive a special diploma
   _____6. drop out
   _____7. drop out, but earn a GED
   _____8. drop out, but returned to school and graduated
   _____9. other _____
   _____10. don't know

   (If he/she dropped out, answer question #5. If completed school, go on to #6).

5. If your child dropped out of school, why?
   _____1. he/she wanted to
   _____2. he/she needed to work
   _____3. he/she was failing and decided to quit
   _____4. school personnel recommended it
   _____5. I wanted him/her to quit
   _____6. personal problems (pregnancy, drugs, law)
   _____7. other _____

6. Do you believe your child's school experiences were helpful in training him/her to **find** a job?
   _____1. yes, very helpful (specifically _____)
   _____2. yes, somewhat helpful
   _____3. no, not helpful at all
   _____4. no, his/her education did not include job training

7. Do you believe your child's school experiences were helpful in training to **keep** a job?
   _____1. yes, very helpful (specifically _____)
   _____2. yes, somewhat helpful
   _____3. no, not helpful at all
   _____4. no, his/her education did not include that type of training

8. How helpful was his/her education in preparing him/her to get along with others?
   _____1. very helpful (specifically_____)
   _____2. helpful
   _____3. not helpful at all
   _____4. his/her education did not include that type of training

9. How helpful was your child's education in preparing him/her to do things like cook, repair things, do the laundry, clean house, pay bills, and apply for jobs, etc.?
   _____1. very helpful (specifically_____)
   _____2. helpful
   _____3. not helpful at all
   _____4. no, my child's education did not include that type of training

10. Has your child attended school since leaving high school?
    _____1. yes *(go on...)*
    _____2. no *(go to question 12)*

11. How many months of school has your child completed since leaving high school?
    _____ months

12. Has your child had any formal job training since leaving high school?
    _____1. don't know
    _____2. no *(if no, go to #15)*
    _____3. yes *(if yes, go to #13)*

13. Where did your child receive the training?
    _____1. Vocational training
    _____2. College
    _____3. On-the-job training
    _____4. Vocational Rehabilitation Center
    _____5. Other _____
    _____6. Don't know

14. How many months of training has your child completed since leaving high school?
    _____(Code # in months)

15. What skills do you wish your child would have learned more about before leaving high school? (Check all that apply)
    _____1. where to get help with jobs/training after high school
    _____2. regular coursework, like history, science, or etc.
    _____3. budgeting
    _____4. job preparation
    _____5. college preparation
    _____6. making friends/getting along with others
    _____7. other _____

Work Experience

16. How did your child find most of the jobs he/she held?
    _____1. on his own (how?_____)
    _____2. parents/guardian or relative found it for him/her
    _____3. employment agency
    _____4. friend(s)
    _____5. school personnel
    _____6. social service agency (DVR, DMH, etc.)
    _____7. other source (_____)

17. Did your child work while in high school
    _____1. yes
    _____2. no

18. How many different jobs did your child hold while in high school?
    _____1. 0
    _____2. 1
    _____3. 2
    _____4. 3
    _____5. 4
    _____6. 5 or more
    _____7. don't know

19. What were the approximate number of months your child worked while in high school?
    _____1. 3-6
    _____2. 7-12
    _____3. 13-15
    _____4. 16 or more
    _____5. don't know

20. Most of the time since high school graduation your child has been:
    _____1. working full-time (40 hours per week)
    _____2. working part-time (10-30 hours per week)
    _____3. looking for a job, or
    _____4. attending school
        _____1. vocational-technical school (Name) _____
        _____
        _____2. junior/community college (Name) _____
        _____
        _____3. four-year institution (Name) _____
        _____
        _____4. private training (Name) _____
        _____
    _____5. other (_____)

21. Since leaving high school, what is the longest period of time your child has worked for the same company?_____ months

22. Is your child currently employed?
    _____1. yes
        _____1. part-time
        _____2. full-time
    _____2. no

23. If your child is employed, what is his occupation? (Write "unemployed " if unemployed.)
    _____

24. How satisfied is your child with his/her current job?
    _____1. very satisfied
    _____2. somewhat satisfied
    _____3. not satisfied
    _____4. very unsatisfied

25. Has your child left any jobs?
    _____1. yes *(go on)*
    _____2. no *(If no, go on to question 27)*

26. If your child left previous jobs, why?
    _____1. laid off (reason _____)
    _____2. quit (reason_____)
    _____3. fired (reason _____)
    _____4. transportation problems
    _____5. health reasons
    _____6. job was too hard
    _____7. couldn't get along with boss
    _____8. couldn't get along with co-workers
    _____9. don't know
    _____10. other _____

27. What benefits has your child received from most of his /her jobs? (Check all that apply)
    _____1. none
    _____2. sick leave
    _____3. vacation
    _____4. health insurance
    _____5. dental insurance
    _____6. free meals
    _____7. life insurance
    _____8. don't know
    _____9. other _____

28. What is the **biggest** problem your child has had at work? (Check one):
    _____1. doing good work
    _____2. working the entire day
    _____3. the boss being happy with the work done
    _____4. people not talking to your child
    _____5. people picking on him/her
    _____6. boredom
    _____7. no problems
    _____8. or something else _____

29. What does your child like *BEST* about his/her job? (Check one).
_____1. the work
_____2. the money
_____3. the people
_____4. Other _____

30. What does your child NOT like about the job? (Check all that apply)
_____1. the work
_____2. the money
_____3. the people
_____4. Other _____

31. About how much money does your child earn per month in his/her present job(s)?
$_____/month

Independent Living and Leisure Skills

32. From whom does your child receive money on a regular basis? (Check all that apply).
_____1. his/her job
_____2. spouse
_____3. parents
_____4. welfare
_____5. vocational rehabilitation
_____6. social security
_____7. other
_____8. don't know

33. If your child has an income, how does he/she spend the most money: **(Rank in 1, 2, 3, order)**
_____1. food
_____2. clothing
_____3. housing/living expenses
_____4. recreation
_____5. car payment
_____6. medical/dental payment
_____7. other (_____)
_____8. don't know

34. What part of his/her living expenses does your child pay?
_____1. all (rent, doctor bills, insurance, car, food, etc.)
_____2. more than half
_____3. less than or equal to one half
_____4. he/she chips in what (s) he can
_____5. none
_____6. don't know

35. How does your child usually pay for purchases?
_____1. credit cards
_____2. charge accounts
_____3. cash
_____4. checks
_____5. something else_____

36. How does your child spend most of his/her free time? (Check the two most frequent activities).
_____1. watching t.v./listening to music
_____2. playing games (cards, checkers, pool, ball)
_____3. working on hobbies
_____4. reading
_____5. going out to movies, etc. (activities that cost money)
_____6. outdoor sports (hunting, fishing, swimming, camping)
_____7. driving around, hanging out at the mall, etc.
_____8. talking with friends/dating
_____9. cooking
_____10. sleeping
_____11. eating out
_____12. doing house chores (house, garden, yard, car, etc.)
_____13. or, something else _____
_____14. nothing

37. Which of the following community resources does your child use the most?
_____1. parks
_____2. libraries
_____3. pools
_____4. gymnasiums (basketball, raquetball, weights)
_____5. baseball fields
_____6. softball fields
_____7. football fields
_____8. skating rinks
_____9. other(_____)

38. How is transportation for your child managed?
_____1. drives his/her own (or parents) car
_____2. takes the city bus or cab
_____3. rides with parent(s) or friends to appointments and work
_____4. walks
_____5. rides bikes
_____6. other _____

39. Does your child have a drivers license?
_____1. yes
_____2. no
_____3. don't know

40. Who does he/she visit with the most each week? (Check one.)
_____1. parents, brothers, sisters (family members)
_____2. friends
_____3. other_____

41. Where does your child live now?
_____1. in his own home (on his own)
_____2. in an apartment by himself
_____3. in an apartment with friend(s)
_____4. with parents or guardians
_____5. with relatives (specify who_____)
_____6. in a group home
_____7. with his/her spouse
_____8. with spouse's family/parents
_____9. other _____
_____10. don't know

42. How long has your child had this living arrangement?
_____1. less than 3 months
_____2. 3-6 months
_____3. 7-12 months
_____4. more than 12 months
_____5. don't know

Self-Concept & Social Skills

43. How would you describe your child's personality? (Check the one that describes him/her the most.)
_____1. outgoing, has lots of friends
_____2. shy, has very few friends
_____3. has a few close friends
_____4. a loner
_____5. Something else (what is that?)._____

44. How many close friends does your child have currently? #_____

45. Most of the time, how does your child feel about his/her life so far?
_____1. very unhappy
_____2. unhappy
_____3. happy
_____4. very happy

46. When your child has a problem he/she can't handle alone, who does he usually go to for help? (Check any and all that apply).
_____1. parent (s)
_____2. brother(s) or sister(s)
_____3. friend (boyfriend, girlfriend, etc.)
_____4. spouse
_____5. counselor
_____6. minister
_____7. doctor
_____8. other _____
_____9. don't know

47. What special education services did your child receive while in high school? Programs for . . .
_____1. Learning Disabilities
_____2. Behavior Disorders
_____3. Educably Mentally Handicapped
_____4. Speech/Language Impaired
_____5. Physically Handicapped
_____6. Multiply Handicapped
_____7. Visually Impaired/Blind
_____8. Hearing Imparied/Deaf
_____9. other_____

Future Plans

48. What are your future goals for your child five years from now?_____

_____

_____

49. What are your concerns for his/her future? _____

_____

_____

Thanks so much for your help! Your answers will be kept confidential, and will be used to help other students in Missouri's schools.

Dates

Mail Contact: _____

_____

_____

Appendix C

Examples from Missouri LINC Pilot Study

Table 1b

Disability Categories

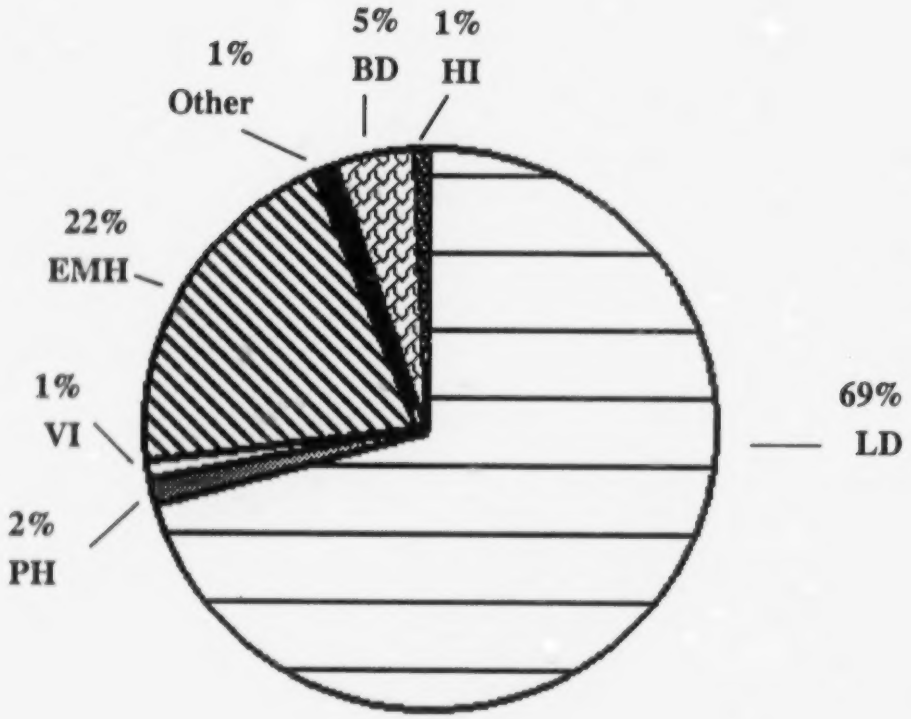


TABLE 2

NUMBER OF YEARS IN SPECIAL EDUCATION SERVICES

(Question #10 D)

NUMBER OF YEARS	IN CURRENT DISTRICT	ALL DISTRICTS
Information Not Available	5.7%	54%
1-3 Years	23.0%	5.8%
4-7 Years	33.3%	18.4%
8-11 Years	27.6%	20.7%
12 or more years	10.3%	1.2%

54% of the district records reviewed did not provide information to determine when the disability was first identified. This type of information is important in relation to the severity of the disability, the types of disabilities and services utilized over the years, and the effectiveness of programs received over a long period of time. Because early childhood programs are currently being emphasized, a longitudinal follow-up needs to be conducted to determine the effectiveness of early services for a variety of populations.

Variable	n	Mean	S.D.
Years Received Special Ed. in district*	82	2.3	.9
LD	57	2.1	.9
BD	4	3.0	1.2
EMH	17	2.6	1.1
Years Received Special Ed. (total)*	39	2.4	.7
LD	29	2.4	.8
BD	2	2.0	.2
EMH	8	2.2	.7

This data indicates that students received two to three years of special education services in the district where they graduated. More than fifty percent of the records had insufficient information to document the total number of years of special education services received.

*Number of students in other handicapping condition categories were too small to report.

TABLE 3

Educational Program

(Question # 11 - 14 D)

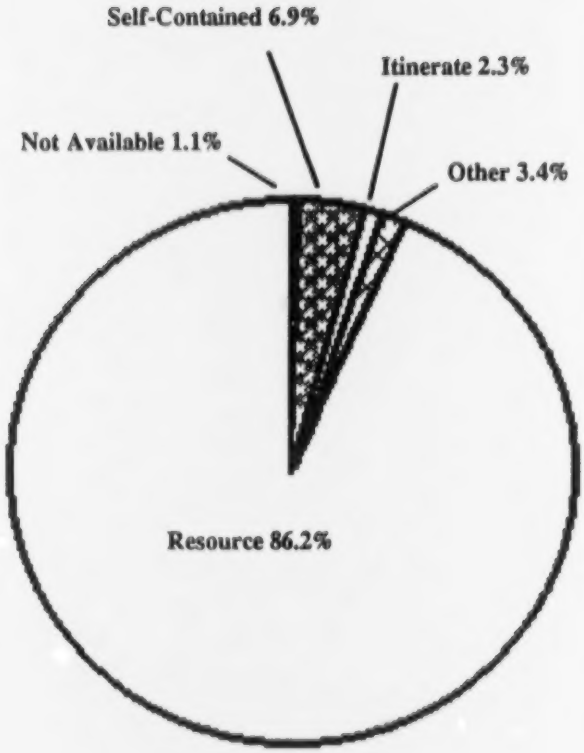
Variable	n	Mean	S.D.
Percent of time in Reg. Ed. during Senior year	76	77.4	19.6
LD	57	82.7	15.2
BD	4	75.0	24.4
EMH	15	53.3	18.0
Years in Vocational Education	42	1.8	.8
LD	31	1.7	.8
BD	3	2.3	.6
EMH	8	1.9	.6
Years in Work Study	5	1.2	.4
LD	3	1.3	.6
BD	0	0	0
EMH	2	1.0	0
Years Employed while in H.S.	2	2.0	0
LD	1	2.0	0
BD	0	0	0
EMH	1	2.0	0
Years in Community Living Skills	0	0	0

This data indicates that students with learning disabilities and behavior disorders are spending at least three quarters of their time in regular education programs by their senior year. Students from each of the three handicapping conditions were involved in vocational education with BD students receiving more than 2 years training. However none of the records indicated that BD students received work study credit. Often these students do not qualify for vocational rehabilitation services--which is the vehicle for work study credit. None of the records indicated any students receiving community living skills.

Table 6

Program Model

(Question #13D)



The resource program was most often utilized to serve this sample of students. All BD students were served in resource rooms, 86% of LD and 20% of the EMH students were served in resource rooms. The EMH and physically handicapped population comprised those in self-contained programs.

Table 7

Secondary Educational Program Included

(Question #14 D)

Vocational Education				52.87%
LD=59%	EMH=42%	VI=0	Other=0	
BD=75%	PH =0	HI=0		
Work Study Program (received high school credit for work)				9.2%
LD=8.47%	EMH=15.79%	VI=100%	Other=0	
BD=0	PH =0	HI=0		
Employed outside of school				31.0%
LD=29%	EMH=37%	VI=100%	Other=0	
BD=50%	PH =0	HI=0		
Community based education				0.0%

LD	BD	EMH	PH	VI	HI	Other
n=59	n=4	n=19	n=2	n=1	n=1	n=1

District records indicated that 53% of the students received vocational education as a part of their secondary program. Students identified as BD received vocational education more frequently than any other population of students with disabilities. Only 9% of the students received high school credit for work, with EMH students receiving it almost twice as often as students with learning disabilities. District records indicated a higher rate of working outside of school (no credit) for BD, EMH and VI impaired students than for any other group. No one reported offering a community based education program for any of the students.

Table 8

Method of Completing High School

(Question #15 D)

Completed School with a:

Regular High School Diploma 53%
26%=EMH 50%=BD 57%=LD

Certificate of Attendance 7%
only EMH

Certificate of Completion 1%
only LD

Reached Age Limit 17%
21%=EMH 17%=LD 25%=BD

Dropped Out 20%
22%=LD 25%=BD 16%=EMH

Information Not Available 2%

Nearly 50% of the records surveyed indicated that students received something other than a regular high school diploma, though more than one-half of the records represented students with "mild handicapping conditions" who were in regular education programs at least 83% of the day. This indicates that a number of students were being served in regular education programs but were not receiving a regular high school diploma.

Table 10

Student's last IEP objectives included:

(Question #16 D)

IEP OBJECTIVE	Total n=82 %	LD n=59 %	BD n=4 %	EMH n=19 %
Other agency involvement (DVR, DMH, etc.)	9.2	3.4	0	32.0
Academics	88.5	88.0	100	95.0
Functional curriculum/life skills	10.3	8.5	0	21.0
Prevocational and/or vocational	58.6	54.0	75	84.0
College Prep	2.3	1.7	0	0.0
Social Skills	5.7	3.4	50	5.2

Student records indicated: (1) academics and (2) prevocational and/or vocational objectives most frequently. The limited number of IEP objectives in the areas of functional curriculum, other agency involvement, social skills, and college prep is of importance in light of the need for transition planning.

Table 16

Comparison of District to Student Responses Regarding IEP Objectives and Whether Students Need to Learn More

(Question #16 District)
(Question #15 Student/Parent)

IEP Objectives	% IEP Objectives as per district	% of Students Needing More as per students	as per parents
Academics			
Included	87.5	48	25
Not Included	12.5	0	0
Life Skills			
Included	10.7	25	6.3
Not Included	89.3	45	60
Vocational Education			
Included	45.8	73	50
Not Included	54.2	23	25
College Preparation			
Included	4.2	0	0
Not Included	95.8	39	13.3
Other Agency Involvement			
Included	9.2	0	100
Not Included/ Not Available	90.8	0	88.9

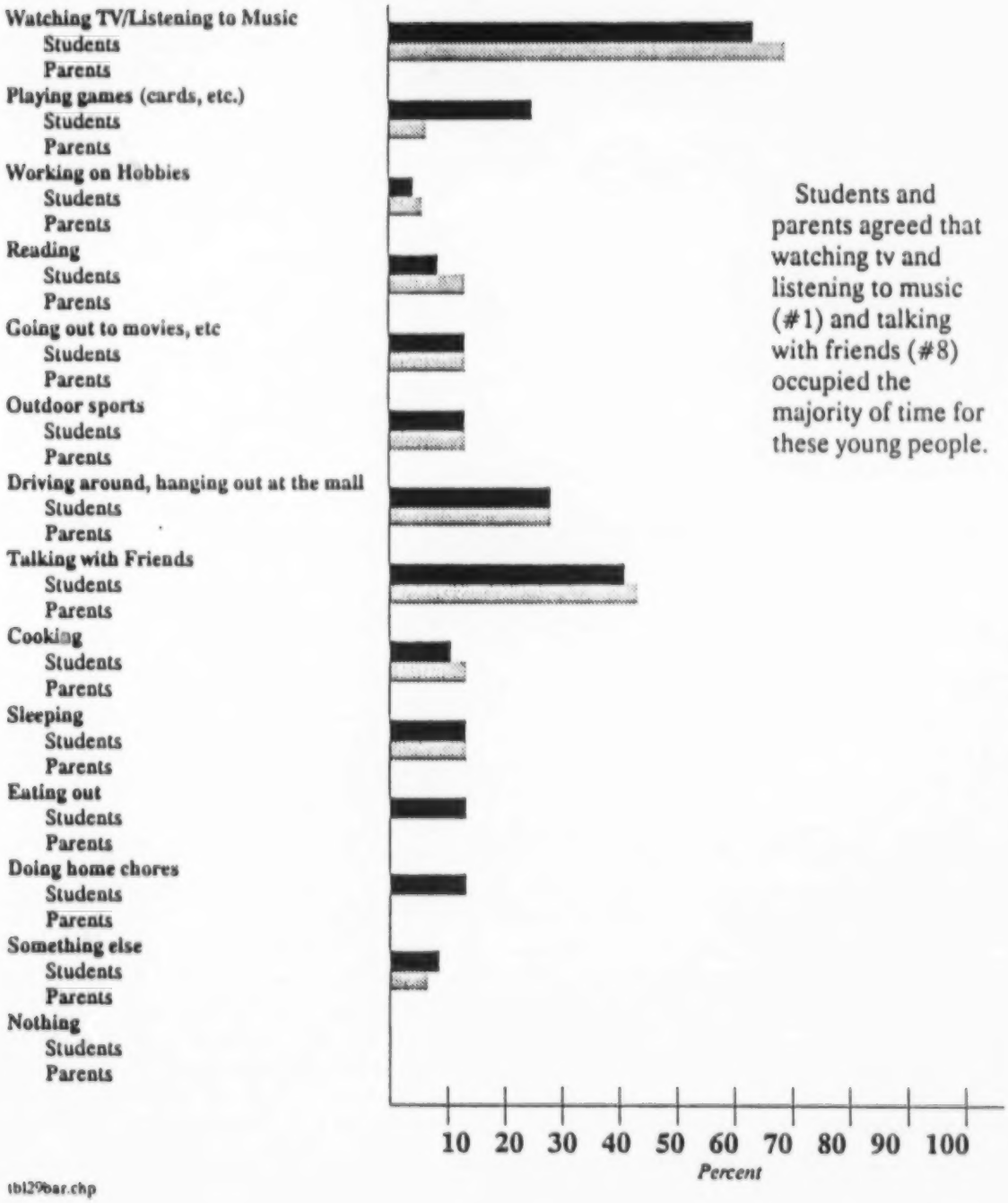
(*no one reported a need for more Social Skills training)

Though academics and vocational education objectives were most frequently found in district's IEP records, students reported they still needed more training in those areas. Parent reports indicate the greatest needs to be vocational training and other agency involvement. From Table 12 we see that only 17% of the students had this training as a part of their IEP objectives. They reported the services to learn to get along with others was most helpful. Though only 17% of the students surveyed had Life Skills objectives in their IEPs, 83% reported a need for more; parents also reported Life Skills as a great need. This finding has important implications for secondary program improvements for students with disabilities.

Table 37

Majority of Time Spent

(Question #36 Student/Parent)



Students and parents agreed that watching tv and listening to music (#1) and talking with friends (#8) occupied the majority of time for these young people.

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Table 49

Concerns About Your Future

(Question #49 Student)

Where I'll be--as in position and in the country.
My future includes fiancee & son. If we can get out of a rut and provide for son and other kids--that he gets a good education, the basics.
Think about it. Need to get motivated on situation-thinking still.
Staying in the Lord's will.
Just making it financially.
Transportation.
Enough money, worry about kids.
No concern just one day at a time.
To make my boys very happy and send them to school.
Concerned about doing well in things that I do.
Really don't know...just being successful at what I do.
Work and my health and money.
Living.
Don't know. Lot of technical stuff to get into.
To be peaceful everywhere.
Nothing.
Not having enough money.
Get a better job.
I don't know, that's hard.
Successful farming.
Don't know.

Table 50

Concerns For Child's Future

(Question #49 Parent)

Making ends meet.
Money(2).
Does not handle money well at all. At this point has not had full time employment enough to be responsible for own bills.
That her instinct to be a mother will stifle her desire to find a job or to get married.
She and her husband have no medical insurance. I worry about their financial state.
Lack of good job opportunities and lack of funds to provide her with a good education.
Being on your own making expenses.
That his inability to drive will result in limitations for his success in a job related area/that his visual disability will make it difficult to find a close companion relationship i.e. "partner".
Lack of self motivation. We want to see that she is self sufficient and able to cope with life-to be happy-because the people who really love her will not always be here to care for her. She must learn how to take care of herself.
That he can find out what he wants to do in his life that will make him happy.